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ABSTRACT

This report presents a summary of the work of Minnesota's State Council on Vocational Technical Education for the biennium ending June 30, 1995. Part 1 summarizes the council's research and development activities. It describes the following: trends in the distribution of state and federal funds for vocational education; conclusions of the Perkins Act-Job Training Partnership Act evaluation, with recommendations regarding program adequacy, effectiveness, and coordination; development of a member handbook and leadership guide for Minnesota technical college program advisory committees; and a study to improve juvenile correctional education. Part 2 highlights the council's collaborative endeavors and initiatives to test ideas and promote their exchange. It contains the following: description of the 1994 town meeting that discussed what technical college students wanted or needed from school; a synthesis of 19 testimonies presented during hearings on the future direction of vocational technical education; report on a roundtable to discuss the possibility of change without pain, two teleconferences, and establishment of the Education and Employment Transitions Council; and description of the newsletter, Communique. Part 3 presents council efforts to recognize achievements in and contributions to vocational-technical education in Minnesota. Recipients of the council's four awards are listed. (Appendixes include a council membership listing, council responsibilities, and list of 17 selected council publications.) (YLB)

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State Council on Vocational Technical Education

STATE OF MINNESOTA

ED 391 931

Biennial Report

For the Period Ending June 30, 1995

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Biennial Report

For the Period Ending June 30, 1995

January 1996

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PREFACE

This report is to the Governor; the Legislature; the office of Minnesota State Colleges and Universities; the State Board of Education; the Governor's Workforce Development Council; the U.S. Secretaries of Education and Labor; the state's agricultural, business, industrial, labor, and education communities; and the people of Minnesota.

Established under state and federal law, the State Council on Vocational Technical Education promotes public-private collaboration for the advancement of quality vocational programs responsive to labor market needs. The Council has statutory responsibilities for educational programs and services provided in elementary and secondary schools as well as in postsecondary institutions. The Council studies and makes recommendations on a broad range of policies and practices affecting vocational technical education, particularly programs offered in Minnesota high schools, secondary cooperative centers, and technical colleges.

This report presents a summary of the Council's work for the biennium ending June 30, 1995. It is designed to reflect the breadth and depth of the Council's responsibilities under state and federal law regarding Minnesota's high schools, secondary cooperative centers, and technical colleges.

Part one of the report summarizes the Council's research and development activities. Part two highlights the Council's collaborative endeavors, as well as Council initiatives to test ideas and promote their exchange. Part three presents Council efforts to recognize achievements in, and contributions to vocational technical education in Minnesota. This report also includes a statement of the Council's responsibilities, brief biographies of the councilors who served during this biennium, and a bibliography of selected Council publications.

PART ONE
Research and Development

Trends in the Distribution of State and Federal Funds for Vocational Education in Minnesota: Fiscal Years 1986 to 1992

By Leo Christenson and Joan Davis
Edited by Duane A. Rominger

The State Council on Vocational Technical Education is charged by the Carl D. Perkins Act of 1990 with regularly reviewing the distribution of funds to vocational education in the state of Minnesota. For this study, the Council chose a period of seven years—from Fiscal Year (FY) 1986 through FY 1992—and performed a trend analysis that reviews federal and state funding for secondary and postsecondary vocational education in both direct and constant dollars. The overall purpose of this investigation was to determine if the availability of vocational technical education in Minnesota meets the intent of the Perkins Act and the needs of Minnesotans. Enrollments in both systems were analyzed, concluding with a comparison of funding data and enrollment data.

Because the time period under consideration covers six years of federal funding under the 1984 Carl D. Perkins Act, and one year under the 1990 Carl D. Perkins Act, both acts and their purposes are described in detail.

Chapter one of the report describes the 1984 and 1990 Perkins Acts, the governance of the technical college system, and funding and enrollment trends for postsecondary vocational education. Chapter two discusses governance, appropriations, and enrollments for secondary vocational education. Chapter three discusses the availability of vocational programs for secondary and postsecondary vocational technical education students in Minnesota. Chapter four lists the conclusions developed by the Council regarding both secondary and postsecondary vocational education resulting from consideration of the data. In the epilogue the authors consider issues and assumptions surrounding secondary and postsecondary vocational education.

Postsecondary Conclusions

1. Although direct dollar federal funding to postsecondary vocational technical education increased slightly or stayed level, the constant dollar funding (corrected for inflation) was 4.6% lower in FY 1992 than it was in FY 1986.
2. Similarly, direct dollar state funding to postsecondary vocational technical education increased 20%, while constant dollar funding (corrected

for inflation) declined by 3.3% between FY 1986 and FY 1992.
3. The number of full-time technical college students remained relatively steady throughout the seven-year period.
4. The number of technical college extension students increased dramatically between FY 1986 and FY 1991.
5. While postsecondary technical college enrollments have remained steady or increased, the number of high school graduates declined by about 12%. However, the number of graduates is expected to increase again after 1995.
6. Total constant dollar funding from both the federal and state governments was almost 3.5% lower in FY 1992 than in FY 1986.

Secondary Conclusions

1. Direct dollar federal appropriations for secondary vocational education increased by 50% between FY 1991 and FY 1992.
2. Direct dollar state appropriations for secondary vocational education decreased during the period studied from $21 million in FY 1986 to $12 million in FY 1992—a reduction of 44%.
3. Total constant dollar funding (corrected for inflation) for secondary vocational education available from both the federal and state governments declined by about 50% between FY 1986 and FY 1992.
4. Enrollment in secondary vocational education as measured by Average Daily Memberships (ADM's) was steady-to-slightly decreased between the 1987-88 and 1991-92 school years.
5. Constant dollar funding per ADM declined substantially from $960.71 in 1987-88 to $569.42 in 1991-92. This is a considerable decrease in funding.

Postsecondary Issues

1. What effect will the merger of the technical colleges with the community colleges and state universities have on technical college funding and program availability?
2. Will the proposed merger meet the needs of an increasingly non-traditional student population? How will the merger affect recruitment? Why are some ethnic groups not attracted to vocational education? Will the merged system benefit, have no effect on, or be detrimental to the education of technical college students?

Secondary Issues

The primary issue regarding secondary vocational education was its lack of financial support. Funding levels and program availability for secondary vocational education were reviewed. Under a restructured model of secondary vocational education, state support for these programs has dropped below an acceptable level. Perkins-supported programs, such as Tech Prep, or programs sponsored under the authority of the School-to-Work Opportunities Act will not succeed without a financial commitment from the state which is as serious as that from the federal government.

Advisory Committee on the Funds Distribution Report

Mr. James Arndt, Supervisor, Secondary Vocational Education, Duluth Public Schools, Duluth

Ms. Sue E. Boehland, Secondary Vocational Director, Freshwater Education District, Staples

Dr. James M. Brown, Associate Professor and Director, Minnesota Research and Development Center, University of Minnesota, Twin Cities Campus

Dr. Mary Charles, Interim President, Minneapolis Technical College, Minneapolis

Mr. Leo G. Christenson, Senior Planner, State Council on Vocational Technical Education, St. Paul

Dr. George H. Copa, Professor and Chairperson, Department of Vocational and Technical Education, University of Minnesota, Twin Cities Campus

Ms. Ceil Critchley, Assistant Commissioner, Minnesota Department of Education, St. Paul

Mrs. Helen Henrie, Deputy Chancellor, State Board of Technical Colleges, St. Paul

Dr. Kerry Jacobson, Superintendent, Little Falls Public Schools, Little Falls

Mr. Ralph Knapp, President, Southwestern Technical College, Granite Falls

Mr. John Lobben, Assistant Superintendent/Executive Vice President, Hennepin Technical College, Plymouth

Dr. John W. Mercer, Executive Director, State Council on Vocational Technical Education, St. Paul

Ms. Jessie Montaño, Core Team Leader, Learning Program Operations, Minnesota Department of Education, St. Paul

Dr. Douglas Otto, Superintendent, Anoka-Hennepin School District, Coon Rapids

Dr. Beth Sullivan, Director of Educational Services, Forest Lake School District, Forest Lake

Perkins-JTPA Evaluation for the Two Years Ending June 30, 1994

By Eric C. Crane, Duane A. Rominger, Peggy J. DeVries, and Brenda M. Dillon

The State Council on Vocational Technical Education is charged by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 with reporting every two years on the adequacy, effectiveness, and coordination of programs funded under the Perkins Act and the Job Training Partnership Act (JTPA). This

report describes the results of the biennial evaluation for Fiscal Years (FY) 1993 and 1994, also called Program Years (PY) 1992 and 1993.

The Council conducted two focus groups and collected data using a survey instrument, interviews, and existing documents. The survey and focus groups for this evaluation were dedicated to the issue of coordination, while the issues of adequacy and effectiveness were analyzed using existing documents from the State Board of Technical Colleges, the Minnesota Department of Education, and the Minnesota Department of Economic Security.

The report describes funding, outcomes, and enrollments for secondary and postsecondary general programs, as well as programs for special populations, which were funded under the Perkins Act. Programs for special populations include those for incarcerated criminal offenders, consumer and homemaking education, single parents and homemakers, those with limited English proficiency, the disadvantaged and handicapped, and programs for the elimination of sex-role stereotyping. In the opinion of the Council, the State Board of Technical Colleges satisfied all of the provisions and achieved the purpose of the Perkins Act for the two years under study.

Using documents from the Department of Economic Security, funding, outcomes, and enrollments for JTPA programs are described and the outcomes are compared with federal performance standards. These programs are: Adults and Youth, Older Workers, Eight Percent Education Coordination, Summer Youth, Dislocated Workers, and Veterans' Employment and Training. The Minnesota Department of Economic Security and the 17 service delivery areas (SDA's) in Minnesota met or exceeded all federal standards established for the JTPA. Furthermore, many of Minnesota's SDA's were found to have exemplary programs.

With the aid of the project advisory committee, a survey instrument was designed to collect information on the coordination of Perkins and JTPA programs in Minnesota. A total of 99 surveys were mailed to (a) each of Minnesota's 34 technical college campuses, (b) each of the state's 17 SDA's, and (c) Minnesota's 48 Carl Perkins Basic Grant Contacts. By the final cutoff date 90 out of 99 (91%) of the surveys were completed and returned to the Council.

The survey respondents indicated that coordination is occurring frequently in their local areas and that this level of coordination is somewhat adequate. Common barriers to coordination identified by the survey respondents were (a) lack of resources; (b) lack of understanding of other agencies' missions, programs, and procedures; and (c) lack of communication with other agencies.

Respondents identified factors that enhance coordination as being (a) serving on the same committees, task forces, and advisory boards; (b) joint projects or programs; and (c) a cooperative attitude and a willingness to coordinate.

Respondents suggested the following strategies for improving coordination (a) developing a better understanding of what the other agencies do; (b) increasing communications through newsletters, routine mailings, reports,

etc.; and (c) co-location of staff and services.

Technical college staff rated themselves as having a fairly comprehensive knowledge of both Perkins and JTPA programs. However, SDA staff rated themselves as being only slightly knowledgeable about Perkins Act programs, and secondary vocational administrators rated themselves as being only slightly knowledgeable concerning JTPA programs.

To augment the survey data, the Council conducted two focus groups on the topic of coordination. Three major themes arose from the analysis of the focus group discussions: (a) to foster coordination, Perkins and JTPA staffs must develop strong interpersonal relationships through face-to-face interaction; (b) increased coordination between Perkins and JTPA programs will become imperative as anticipated reductions in funding actually occur; and (c) interagency agreements are valuable for promoting coordination to the extent that they are developed by the staff who actually need to coordinate. The focus group participants also discussed strategies for interagency coordination and developed practical suggestions for improving coordination.

Conclusions

Based on its review of available data, and the results of the survey and focus groups, the Council drew the following conclusions:

1. Based on the Council's analysis of documents published by the State Board of Technical Colleges, the Minnesota Department of Education, and the Minnesota Department of Economic Security, the Council finds that the state of Minnesota appears to have met and exceeded all state and federal standards and guidelines for the Perkins Act and the JTPA.
2. One necessary precondition for improvement in the coordination among secondary and post-secondary vocational technical education staff and JTPA staff in the delivery of programs to mutual clients is knowledge and understanding of one another's missions, programs, and procedures.
3. Line staff from agencies who are expected to coordinate activities, programs, and services must be given the opportunity to develop positive strong interpersonal relationships with each other.
4. All agencies interested in the coordination of their programs, activities, and services must be willing to invest time and money toward promoting coordination.
5. A cooperative spirit and a willingness to coordinate and collaborate must become part of the value systems of agencies and their staffs.

Recommendations

After a careful review of the findings and conclusions of this report, the Council made the following five recommendations regarding the adequacy, effectiveness and coordination of programs funded under the Job Training Partnership Act and the Carl D. Perkins Act of 1990. It should be noted that these recommendations are offered as possible improvements to two systems that have been found to be working quite well by internal

evaluations as well as evaluations by the federal government.

1. The State Council on Vocational Technical Education recommends that the Governor direct the Commissioner of Economic Security, the Commissioner of the Minnesota Department of Education, and the Chancellor of Minnesota State Colleges and Universities to initiate a feasibility study on the co-location of staff and services among technical colleges, JTPA service delivery areas, and secondary schools serving the same populations.
2. The State Council on Vocational Technical Education recommends that the Governor direct the Commissioner of Economic Security, the Commissioner of the Minnesota Department of Education, and the Chancellor of Minnesota State Colleges and Universities to initiate changes in departmental policies establishing cross-representation of agency staffs on local working committees, task forces, and advisory boards.
3. The State Council on Vocational Technical Education recommends that the Commissioner of the Department of Economic Security and the Chancellor of Minnesota State Colleges and Universities expand the current local planning processes so that each technical college, JTPA service delivery area, and Carl D. Perkins Secondary Vocational Consortium creates and executes a plan for helping other agencies better understand its mission, programs, and policies.
4. The State Council on Vocational Technical Education recommends that technical colleges, secondary vocational consortia, and service delivery areas that service the same populations include one another on their mailing lists and exchange routine mailings such as newsletters, reports, goals, work plans, and notices of upcoming events.
5. The State Council on Vocational Technical Education recommends to the U.S. Secretary of Labor that the U.S. Department of Labor study the possibility of modifying JTPA rules and regulations so that JTPA clients may choose between being assigned either to the service delivery area where they live or where they receive their training.

Advisory Committee on the Biennial Perkins-JTPA Evaluation

Dr. Larry Barnhardt, President, St. Cloud Technical College, St. Cloud

Dr. James M. Brown, Associate Professor and Director, Minnesota Research and Development Center, Department of Vocational and Technical Education, University of Minnesota, Twin Cities Campus

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Ms. Diane Bublitz, Executive Director, Private Industry Council 5, Annandale

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Mr. Thomas L. Norman, Director, Dakota County Employment and Training Center, Dakota County Technical College, Rosemount

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Mr. Duane A. Rominger, Senior Planner, State Council on Vocational Technical Education, St. Paul

Mr. Franklin A. Wells, Director, Minneapolis Employment and Training Program, Minneapolis

Dr. Joan R. Wilkosz, Administrator of Vocational Education, Minneapolis Public Schools, Minneapolis

Member Handbook and Leadership Guide for Minnesota Technical College Program Advisory Committees

By Brenda M. Dillon and John W. Mercer

In the mid-1980's the State Board of Technical Colleges requested the Council to conduct evaluations of program and general advisory committees at all 34 technical college cam-

puses in Minnesota. This marked the beginning of an ambitious, longstanding Council initiative known as the Effective Advisory Committees Project.

After conducting an extensive review of literature on advisory committees, it became evident that there was a strong need for clear guidelines and resource materials for general and program advisory committees at both the secondary and postsecondary levels. Consequently, in 1989, the Council established the Task Force on Effective Advisory Committees to develop resources and provide support for vocational advisory committees in Minnesota's high schools, secondary cooperative centers, and technical colleges.

The Task Force on Effective Advisory Committees developed a set of criteria for evaluating advisory committees. These criteria were repeatedly field tested and revised. In 1991 these criteria were published in the form of a working paper entitled, *Fifty Indices of Effectiveness Regarding the Program Advisory Committees in Minnesota's Technical Colleges*. This publication received national recognition as a source of guidelines for operating, evaluating, and continuously improving advisory committees.

Over time, technical college instructors, administrators, and other advisory committee members have expressed a desire to have the 50 indices clarified and operationalized. As a result, the Council began work on the *Member Handbook and Leadership Guide* which further defines, elaborates, and illustrates the 50 indices. In essence, the *Member Handbook and Leadership Guide* provides administrators, instructors, and advisory committee members with a set of processes to establish and effectively manage advisory committees.

In order to accomplish this task, an eleven member workgroup was established. The workgroup developed the following set of five questions and discussed them in relation to each of the 50 indices:

1. What does it mean?
2. What value does it have?
3. How do I make it work?
4. How do I use it?
5. How do I know I did what I said I was going to do?

The *Member Handbook and Leadership Guide* has been field tested in six school districts and at six technical colleges. As a result of this field testing, the Council received approximately 250 positive and helpful open-ended evaluations which were used to revise and improve it.

Workgroup on the Leadership Guide and Member Handbook

Ms. Carole M. Carlson, Advisory Committee Coordinator & Job Development/Placement Specialist, Hennepin Technical College, Plymouth

Mr. Leo G. Christenson, Director of Research and Planning, Department of Children, Families, and Learning, St. Paul

Dr. George Copa, Professor and Chairperson, Department of Vocational and Technical Education, University of Minnesota, St. Paul

Ms. Brenda M. Dillon, Executive Director, State Council on Vocational Technical Education, St. Paul

Ms. Jerlyn J. Jargo, Director, Respiratory Care Program, Northwest Technical College, East Grand Forks

Mr. Michael J. Lehn, Chair, Department of Transportation Technologies, St. Cloud Technical College, St. Cloud

Dr. John W. Mercer, Deputy Commissioner, Department of Children, Families, and Learning, St. Paul

Ms. Mary Messimer, Vice President, South Central Technical College, Albert Lea

Mrs. Mary Jo Mettler, Accounting Instructor, Pine Technical College, Pine City

Mr. Jerry L. Monson, President, JLM & Associates, Owatonna

Dr. Roland Peterson, Professor of Agricultural Education, University of Minnesota, St. Paul

Corrections Education Report

By Duane A. Rominger

Under the Carl D. Perkins Act of 1990, the State Council on Vocational Technical Education is charged with analyzing and reviewing the state's system of correctional education once every two years. In response to this mandate, the Council adopted a proposal to study the extent to which state and federal funding is being used to improve the delivery of vocational and academic education services to juveniles institutionalized in both correctional facilities and treatment centers in the State of Minnesota. In addition to identifying the various venues under which this population is incarcerated, this project will identify alternatives to incarceration into which many of these persons are institutionalized. The depth and breadth of vocational services delivered to these persons will be evaluated.

Council staff are currently conducting a review of literature for this project. Data will be collected during the Winter and Spring of 1996. A report including findings, conclusions, and recommendations will be published by June 30, 1996. An advisory committee composed of juvenile correction educators will assist the Council in designing the methodology for the study, and will provide an added measure of quality control for the project.

This project is a follow-up to the Council's 1993 correctional education report entitled, *The Condition of Correctional Education: Toward a Vision for Learning*. This report was based on a descriptive study of state and community correctional education. The current project will build upon the previous project by addressing the issue of program evaluation and by investigating the use of alternative venues for juvenile corrections. The decision to explore alternative venues is a direct result of recent information indicating that 40 percent of all juveniles in some form of custody as a

result of criminal charges are institutionalized in diversionary programs such as half-way houses, treatment programs, ranches, etc. Another recent trend in the treatment of juvenile offenders which will be addressed in this report is the increasing tendency to charge juvenile felony offenders as adults. If convicted, they serve adult sentences in adult correctional institutions. It is the Council's intention to identify the full range of systems utilized for educating juvenile criminal offenders in the State of Minnesota and to evaluate their equivalency to public education.

PART TWO
Collaboration and Exchange of Ideas

1994 Town Meeting: What Minnesota Postsecondary Learners Require of Schools

By Duane A. Rominger and Brenda M. Dillon

The Council annually holds town meetings to provide members of the public with an opportunity to express their opinions and concerns about specific aspects of vocational technical education in the state of Minnesota.

The Council sent notices of the 1994 Town Meeting to all Placement Specialists, Sex Equity Coordinators, and Special Needs Supervisors at the 34 technical college campuses in Minnesota. These notices sought participation from students, staff, administration, and the public. Twenty-one students and fifteen staff members from eight technical college campuses attended the full-day meeting in St. Paul on June 30, 1994 to discuss the question, "What do you (technical college students) want or need from school?"

The concerns and issues raised were organized into four major categories:

1. Technical college structure and service issues.
2. Personal barriers and aids to success in a technical college.
3. School-to-work transition issues.
4. The effect of the merger.

Among the structure and service issues, students identified problems and needs with respect to funding at the technical colleges, personal qualities of some instructors, transferability of credits to other postsecondary schools, a paternalistic attitude of some technical college employees toward some students, lack of adequate day care facilities, and a lack of diversity within the student body.

Among the personal barriers to success in technical college, students identified inadequate day care, lack of transportation, rules of social welfare programs that impact required class loads or day care use, a poor command of the English language, and a lack of economic viability while attending school.

Among the aids to school success reported by the students were someone to talk to about their problems, support from family and significant others, enough money to avoid financial worries while attending school, and sustained positive contact with one's major instructor.

In discussing school-to-work transition issues, the student groups discussed the need for expanded internship programs, closer ties between the technical colleges and industry, and regional job fairs across greater Minnesota involving several

technical colleges and numerous industries at each fair.

During their consideration of the imminent merger of the postsecondary education systems in Minnesota, the student respondents expressed concern over the possible loss of funding to technical colleges; increases in tuition; and changes in the independence, quality, mission, or faculty of technical colleges that may negatively impact their schools. They also expressed anxiety over how technical colleges and their students will fare, by comparison, with other schools and students in the new combined system.

Three additional themes emerged from the student groups that did not address directly the intended outcome of the Town Meeting but are important in providing the context for many of their replies. These themes concerned the participants' definitions of success, the reasons students attend technical college, and the image of technical college students.

Staff and students agreed that their definition of success had changed over time to become more indicative of meeting the challenges of family than of career; however, both groups agreed that success had many definitions and technical colleges would do well to accept students' own definitions of success.

Students attend technical colleges for a wide variety of reasons, including preparation for entry-level skills in a career, upgrading one's skills in a current career, and the realization that he or she had reached a pay or promotion ceiling that only further schooling could overcome. Technical colleges were often chosen because they allow a person to quickly finish training in a more relaxed atmosphere than that offered in other post-secondary schools.

The students were displeased with the public image of technical colleges and the people who attend them, although they were satisfied with their decisions to attend technical college. They indicated that this negative image has added to their apprehension over the imminent merger of the state's postsecondary systems, and their apprehension over their careers following graduation.

When technical college students were asked what they want or need from school, their most common responses were that they want and need:

- Orientation, information, and communication—on the school, its programs, career assessment and exploration, the governance of the technical college, the merger, etc.
- An environment conducive to learning.
- On-site child care, convenient and affordable parking and local housing, and public transportation to and from the technical college.
- More variety in class offerings.
- Equitable transfer of credits to other postsecondary systems.
- Understanding and support by technical college staff for the mature, adult student with multiple demands of family, work, and school.
- Gender-neutral programs and services (e.g., in the treatment of students in non-traditional fields, in justifying campus women's centers without corresponding men's centers).

- Acceptance and support of student government and some input into school governance.
- Positive continuous contact between students and faculty.
- Fewer publicly-aired disagreements between faculty and administration.
- Class schedules matching student needs (e.g., offerings during summers, Saturdays, and evenings).

This report also contains information on the opinions of staff and faculty who participated in the 1994 Town Meeting.

1995 Public Hearings

By Duane A. Rominger and Brenda M. Dillon

As an additional means of gathering information, the Council holds public hearings, providing an opportunity for the public to testify regarding the current state and future direction of vocational technical education within Minnesota. Public hearings differ from town meetings in two ways. In conducting public hearings, testimonies are solicited from the public at large versus a targeted population; and, rather than focusing on a specific topic, public hearings invite testimonies covering the full range of issues affecting vocational technical education.

On May 2, 1995, the Council held a public hearing in Duluth, and on May 24, 1995, the Council held a public hearing in the Twin Cities. Seventeen cable commissions and ten newspapers from across Minnesota were contacted with requests to announce these meetings. In addition, notices of the public hearings were sent to all technical college presidents, and to all secondary vocational directors, administrators, and consortia contacts. Council staff also notified labor and professional organizations, parent and student groups, public policy organizations, as well as state-level administrators representing postsecondary vocational education, secondary vocational education and workforce development.

The following comments are a synthesis of the 19 testimonies presented to the Council during the two days of public hearings.

General Comments

- Americans are becoming increasingly disenchanted with their publicly-funded education systems. Charter schools, home schooling, and voucher systems are all symptomatic of this trend. Private sector education and job training are becoming stronger.
- Every child born is going to be a member of a community and will most likely work for a living at some point. Our educational system needs to be rationally designed to prepare children for these two roles.
- Block grant funding will likely be the mechanism by which the federal government will support vocational education and job training during the next few years.
- The United States is in a period of transition in which a massive de-jobbing of the U.S. labor market is occurring.
- Vocational education will survive to the extent that it is part of a broader education reform agenda.

- Schools will never have enough money to buy the latest technology; if industry and business demand students with skills on state-of-the-art equipment, they are going to have to make that equipment available for training.

The Current Condition of Secondary Vocational Education

- Fiscal and public support for secondary vocational education has weakened in recent years.
- Subjects in secondary education are not connected to each other or the real world of work and community.
- There is effectively a two-track system in secondary education—preparation for four-year college and preparation for everything else. Despite recent initiatives, this system continues to persist.
- There are two divergent groups of students coming out of high school: those with the skills and interests to succeed in postsecondary education, and those who are not interested in further immediate schooling and/or who will have difficulty benefitting from postsecondary education without extensive and expensive remediation.
- There has been an increase in the use of federal funds to support secondary vocational education in Minnesota in the last two years, due to changes in the split of federal funding between secondary and postsecondary vocational education.

The Future of Secondary Vocational Education

- There has been a recent renewal of secondary vocational education through such initiatives as tech prep, school-to-work, and youth apprenticeships.
- All secondary education must begin teaching the SCANS (Secretary's Commission on Achieving Necessary Skills) competencies within and across the curriculum.
- The most promising model for secondary education includes the integration of academic and vocational subjects.
- Secondary students should be taught to expect cycles of continuing education and training throughout their careers.
- Secondary vocational education is unlikely to receive increases in fiscal support and may receive less money.
- The community must become part of the education venue.
- Secondary students must be taught that they are individual economic forces within their communities.
- Public school students need more career awareness and exploration activities.
- All students should take part in vocational education.
- Minnesota should consider a return to secondary vocational education cooperative centers.

The Current Condition of Postsecondary Vocational Education

- Technical colleges are serving an increasingly diverse population: working adults who need to upgrade skills, adults in transition for a wide range of reasons, and recent as well as not-so-recent high school graduates, many of whom need remedial education to succeed in postsecondary vocational education.

- Remediation is needed by a wide range of technical college students for them to succeed in their programs.
- With the gradual consolidation of the technical and community colleges, Minnesota is finally moving toward a comprehensive community college system—a model already in use by 85% of the states in the U.S.
- The implementation of program evaluation processes has been very successful.
- Articulation and advanced-standing transfer agreements involving secondary, postsecondary, and four-year colleges and universities are growing at an exponential rate across Minnesota.

The Future of Postsecondary Vocational Education

- Adults will cycle in and out of postsecondary vocational education throughout their careers.
- Postsecondary vocational education must find a way to train students on state-of-the-art equipment through the use of internships and other types of work-based learning.
- There will be a continued increase in net tuition costs to students as postsecondary vocational education receives less fiscal support from state and federal governments.
- The use of distance learning should be increased as a means to deliver more services for less money.
- The postsecondary system needs to ensure that evaluation of postsecondary vocational programs continues to follow a process improvement model.

An Education and Employment Transitions System for Minnesota

- Secondary and postsecondary vocational education must become part of a single, seamless, rationally-designed, lifelong learning system.
- Secondary and postsecondary students must learn that they will be transitioning between education and work throughout their careers.
- All education must be rigorous and have real world connections through curriculum and experience.
- Any design of an education and employment transitions system must not overlook or abandon solid educational reforms that are just now beginning to mature. Tech Prep is perhaps the best example of this.
- There is a large segment of the population which cannot afford to spend years at a time without income while learning new skills in educational settings. An education and employment transitions system must take their needs into account in its design.
- Planning for the education and employment transitions system in this state has too often and too long involved the participation and input of a very homogenous group of state-level people.
- Both secondary and postsecondary clients must be prepared for a labor market that involves short job tenure.

Vocational Technical Education for Special Populations

- Continued categorical aid for special populations is needed.

- Due to cycles in fiscal policies, transition services for special populations are the last support services added and the first to be cut.
- The cycle time from training to initial employment must be shortened for dislocated workers and welfare recipients.
- Sex equity programs for students considering non-traditional careers have been very successful.
- Teaching the affective side of vocational technical education to the correctional population is more difficult than teaching the technical skills.
- During the past seven years, state-operated adult correctional facilities have developed strong relationships with postsecondary education institutions.
- Course completion is very low in all correctional education programs.
- Transitional services for correctional clients are rare and still in their infancy.

The Future Role of the State Council

- The Council should advocate for a K-12 career orientation and exploration system.
- The Council should be a guiding force toward proactive vocational education policies, rather than reactive policies.
- The Council should function as a learning organization by practicing strategic listening to a wide range of stakeholders, and constantly scanning the environment—looking far down the road for needs and solutions.
- The Council should continue with its research and development activities. This function fulfills a niche with respect to vocational technical education in Minnesota that is otherwise unoccupied.
- In considering its evaluation activities, the Council should adopt a process improvement approach, rather than a compliance monitoring approach.
- The Council should increase its coordination with other agencies in planning and executing its research and development activities.
- The Council should spread some good news about vocational and technical education.

Council Roundtables

Council Roundtables are public forums for the exploration and discussion of policies and practices effecting vocational technical education in Minnesota's high schools, secondary cooperative centers, and technical colleges. Roundtables take one of two approaches. They either explore new and emerging public policy priorities shaping vocational technical education in Minnesota, or they examine the effects of prevailing policy and practice upon the continuous improvement of Minnesota's workforce.

Previous Roundtables have addressed topics such as marketing of educational programs (1984), curricular restructuring and governance of the technical institutes (1985), equity for targeted populations (1986), the purpose of program advisory committees in the high schools (1987), the legislative perspective on vocational education issues (1988), effective

advisory committees (1989), cultural diversity (1990), and total quality management in postsecondary education (1991).

The theme of the 1995 Roundtable was, "Change Without Pain: Is It Possible?" The keynote speaker was Mr. Randy Dorn, a noted lecturer and one or our nation's foremost authorities on school-to-work transitions.

Drawing on his experiences as a teacher, principal, vocational director, tech-prep administrator, and state legislator, Mr. Dorn led the audience through a thought-provoking presentation on our nation's current educational needs. He noted that nationally, 50 percent of youth do not seek education beyond high school. Of those who do graduate from postsecondary institutions, 70 percent will not be in the field they were trained in within five years after graduation.

According to Mr. Dorn, school-to-work is not a vocational program, but a new direction that integrates the heads and hands of students to improve learning. It combines knowing and doing. It is applied learning. He stressed that it is important for students to investigate career paths while they are in high school. This includes finding out what they like to do. He predicted that counseling will take on an increasingly important role in educational programs.

He outlined four goals that all educators should have for their students: (a) reading and writing comprehension; (b) knowledge and application of core concepts; (c) the ability to think analytically, logically, and creatively; and (d) understanding the importance of work. Mr. Dorn challenged those in attendance not to accept the status quo, but to be bold and creative in developing a better system of lifelong learning relevant to the needs of today's Minnesota workforce.

Following this presentation, a five member panel discussed the issues raised by Mr. Dorn, and responded to questions from the audience. Panel participants included Mr. Thomas Berg, Director of the Office of Lifework Development, Minnesota Department of Education; Dr. Med Chottepanda, Director of Research and Statistics, Minnesota Department of Economic Security; Dr. Richard Green, head of Honeywell's Corporate Apprenticeship Program, Education to Employment Transitions, and Work and Family Programs; Ms. Kristine Jacobs, Executive Director, JOBS NOW Coalition; and Mr. Robert Widerski, Director of Training, St. Paul Plumbers Joint Apprenticeship Committee.

One of the highlights of the panel discussion was an offer from Dr. Green to sponsor ten apprenticeships that would allow Minnesota teachers to work at Honeywell during the summer months. These apprenticeships give teachers valuable industry experience that they can integrate into their curricula and share with their colleagues.

Vocational Technical Education Teleconferences

During the biennium, the Council co-sponsored two national satellite teleconferences regarding vocational technical education issues. The first teleconference, *Preparing Professional*

Educators for the School-to-Work Transition Movement, was held on March 27, 1995. It was broadcast at two Minnesota sites: Bemidji State University and the Capitol View Center in Little Canada. The session at Bemidji State University was facilitated by Dr. David Kingsbury, Director of the Bemidji State University Center for Vocational Education. The session at the Capitol View Center was facilitated by Dr. Mary Jacquart, Tech-Prep Program Manager for the State Board of Technical Colleges.

This teleconference included a pre-session, an interactive television studio panel, and a post-session. Topics discussed included developing school-to-work transition programs; enhancing collaboration between administrators, counselors, and teachers; integrating developmental career concepts into the curriculum; and utilizing multimedia as a vehicle for pre-service and in-service training. Additional co-sponsors for the conference included the Minnesota Occupational Information Coordinating Committee, the University of Minnesota Department of Vocational and Technical Education, and the Bemidji State University Center for Vocational Education.

The second satellite teleconference, *Building Community Support to Shape Vocational Education Legislation and Funding*, was held at the Capitol View Center on March 29, 1995. The event was facilitated by Mr. Joe Graba, Deputy Executive Director of the Higher Education Coordinating Board. It included a pre-session, a telecast, and a post-session which contained a panel reaction and discussion moderated by Dr. Mary Jacquart. The conference addressed imminent changes in vocational technical education legislation at the federal level and provided a forum for discussing how vocational educators can best prepare for what lies ahead. Other co-sponsors included the Minnesota Department of Education, the Minnesota Vocational Association, and the State Board of Technical Colleges.

Education and Employment Transitions Council

The 1991 Minnesota Legislature mandated that the State Council on Vocational Technical Education establish a Task Force on Education and Employment Transitions. This task force developed a plan for implementing a statewide program for education and employment transitions which was published in their 1993 legislative report, *Making the First Chance a Real Chance: Bridging Education and Work for all Minnesota Youth and Adults*. Based on recommendations in this report, the 1993 Legislature established the Education and Employment Transitions Council (EETC).

The EETC is a multi-sector council with 18 members representing government, education, business, and labor. One seat is held by the Executive Director of the State Council. According to Minnesota statutes, the duties of the EETC are to:

1. identify changes that must be made in post-secondary guidance and vocational education preparation programs to facilitate workforce development;
2. identify means of implementing career awareness and counseling at

the elementary level, secondary level, and post-secondary level;
3. ensure that graduation standards are met;
4. identify means of using labor market forecasting to assist individuals engaged in career counseling and vocational education preparation;
5. delineate the role of elementary schools, secondary schools, post-secondary institutions, employers, state agencies, and organized labor in establishing comprehensive youth apprenticeship and youth works programs.
6. develop plans to meet the unique needs of sparsely populated areas in establishing a comprehensive youth apprenticeship program;
7. develop plans to meet the unique needs of metropolitan areas in establishing a comprehensive youth apprenticeship program;
8. develop plans to meet the unique needs of students with disabilities in establishing a comprehensive youth apprenticeship program;
9. advise the Department of Education concerning the implementation of comprehensive youth apprenticeship and youth works programs;
10. approve industry and occupational skill standards recommended by the skills standards committees; and
11. ensure that the comprehensive youth apprenticeship and youth works programs established are consistent with state and federal education, labor, and job training policies.

The State Council's Executive Director and Senior Planner staffed EETC meetings, participated on EETC subcommittees, and assisted with developing the EETC's 1995 Legislative Report, *Implementing a Comprehensive Education and Employment Transitions System in Minnesota.*

Focus Visits

In the fall of 1993, the State Board of Technical Colleges implemented a new process, known as focus visits, for evaluating technical college programs. Focus visits are based on a process improvement model of evaluation. The purpose of a focus visit is not to document a program's weaknesses, but rather, to find creative ways of improving it.

Focus visits rely heavily upon input from the people who work most closely with the programs. Teams consisting of instructors, current students, former students, local employers, advisory committee members, administrators, and placement specialists examine four areas of program effectiveness: (a) support services, (b) curriculum and instruction, (c) facilities and equipment, and (d) placement and employment. Team members develop a program improvement plan that identifies needs, solutions, strategies for improvement, persons responsible for implementation, and anticipated investments in time and money.

At the invitation of the State Board of Technical Colleges, the Council assisted with focus visits at Dakota County Technical College, Duluth Technical College, the Mankato Campus of South Central Technical

College, the Red Wing Campus of Red Wing/Winona Technical College, and the Thief River Falls Campus of Northwest Technical College.

Communique

The Council's newsletter, *Communique*, contains articles on current issues, events, and research which are of interest to anyone involved with vocational technical education. In addition to articles written by Council staff, the *Communique* features guest columns from a variety of educators, policymakers, and leaders in the field of vocational technical education. The *Communique* has a circulation of over 7,500 and is distributed throughout the state to policymakers; vocational educators; and leaders in business, industry, agriculture, and labor.

Due to a 100 percent turnover of Council staff during the biennium, the *Communique*, which is normally published twice per year, was published only once each year during the past biennium. Each of these issues is highlighted below.

Vol. 12, No. 1 (Fall, 1993) featured a guest column from Jerry L. Monson, Vice President of Customized Training for Minnesota Riverland Technical College, on effective technical college advisory committees. This issue also included a report from the Task Force on Education and Employment Transitions, an article on the vision of correctional education in Minnesota, a synopsis of the Council's report on the request-for-proposal (RFP) processes used to distribute funds under the Perkins Act and the Job Training Partnership Act, and an article describing the role of the Education and Employment Transitions Council.

Vol. 13, No. 1 (Spring/Summer 1995) featured a guest column on the Skills for Tomorrow Charter High School written by the school's coordinator, Dr. Pat Copa. In addition, this issue included highlights from three recent Council reports, an article on two recent vocational education video teleconferences, reports on the Council's 1994 Honors Luncheon and 1995 Roundtable, and an introduction to the Council's all new staff.

PART THREE
Honoring Achievement and Service

The Council's awards program recognizes achievement in, and contributions to, vocational technical education in Minnesota. The Council presents four awards: (a) the Outstanding Student Award, (b) the Distinguished Service Award, (c) the Jane Preston Award, and (d) the Partners in Progress Award.

Outstanding Student Award

The Council's Outstanding Student Award recognizes student achievement in vocational programs offered in Minnesota. Award recipients have (a) demonstrated a high degree of competence in their chosen occupational fields, and (b) displayed initiative and self-reliance. A special category of this award is reserved for students with disabilities. Recipients of this award are:

1995

Shawn Vogt
Grand Meadow High School

Sally Ann Panian
Mesabi Community College

Sabrina Marie Schultz
Dakota County Technical Center

1994

Justin K. Elder
Fulda High School

Lorette M. Hendrickson
Northwest Technical College
East Grand Forks Campus

Michael P. Huehmer
St. Paul Technical College

1993

Michael H. Larson
Red Wing/Winona Technical College
Winona Campus

Elias Villarreal
Northeast Metro Technical College

1992

Paul DuChene
Northwest Technical College
Moorhead Campus

Krisa M. Kenow
Tartan Senior High School

Jeannine Rosanne Uehling
Hennepin Technical College
Eden Prairie Campus

1991

Allen John Jensen
South Central Technical College
Mankato Campus

Rebecca Ann Putz
Red Wing/Winona Technical College
Winona Campus

Holly Elaine Sandbothe
Pine Technical College

Bonny Lee Stechmann
Northwest Technical College
Thief River Falls Campus

1990

Mary Kathryn Anderson
Northeast Metro Technical College

Damon R. Gammon
Rosemount High School

RaAnna Stanley Pestorious
South Central Technical College
Albert Lea Campus

Brian L. Tranby
Northwest Technical College
East Grand Forks Campus

1989

Daniel R. DiBrito
Northwest Technical College
Moorhead Campus

Gerald E. Mullen
Northeast Metro Technical College

1988

Jeanette Connie Beyer
South Central Technical College
Albert Lea Campus

Evelyn Stodola
Hennepin Technical College
Brooklyn Park Campus

1987

Troy A. Peterson
Cambridge High School

James E. Jarvi
Range Technical College
Hibbing Campus

Kevin R. Domogalla
Hennepin Technical College
Brooklyn Park Campus

1986

Sharon Yde Johnson
Brainerd/Staples Technical College
Brainerd Campus

Julie Butler
Northwest Technical College
Moorhead Campus

1985

Richard M. Wilkinson
Duluth Technical College

Henry M. Kauffman
Duluth Technical College

Distinguished Service Award

The Council's Distinguished Service Award recognizes service provided by individuals and organizations in vocational technical education throughout Minnesota. Award recipients have (a) contributed exemplary support or services, (b) been responsible for the design and implementation of innovative programs or approaches resulting in program improvement, or (c) established programs or policies to

enhance opportunities available to students, including their employment. Recipients of this award are:

1995

Loren P. Thompson
Waubun

Lake Superior Paper Industries
Duluth

1994

International Business Machines
Rochester

1993

Gwen Flynn
Southwestern Technical College

United Hospital
Grand Forks, North Dakota

1992

George H. Copa
University of Minnesota

Randolph W. Peterson
Minnesota Court of Appeals

Minnesota High Technology Council

1991

Charles W. DeVore
Northeast Metro Technical College

Health One Mercy Hospital
Coon Rapids

1990

Joseph P. Graba
Minnesota Higher Education Coordinating Board

St. Paul Inter-Agency Transitions Committee

1989

Nan Skelton
Minnesota Department of Education

1988

Darryl Boppre
Burger King Corporation

Lake City Refugee Resettlement Committee

1987

Dennis D. Wain
Northeast Minnesota Office of Job Training

1986

St. Paul Building and Construction Trades Council

Arthur E. Vadnais
National Council on Vocational Education

1985

3M Company

Gordon I. Swanson
University of Minnesota

Leonard G. Rado
Control Data Corporation

Jane Preston Award

The Council's Jane Preston Award honors the memory of Jane Preston and her lifelong endeavor to promote human dignity in education and the workplace. The award recognizes the sustained work of individuals and groups in providing leadership for cultural diversity in vocational technical education. Recipients of this award are:

1995

Jackie Trotter
Rochester

1994

Gerrie A. Driessen
Anoka-Hennepin Technical College

1992

Francisco J. Trejo
St. Paul Technical College

1989

Marlene Johnson
Lieutenant Governor
State of Minnesota

1988

Karen Halverson
Anoka-Hennepin Technical College

1987

Marjorie Thompson
Albert Lea

1986

Mary E. Ryland
Duluth

1985

Elroy W. Burgeson
Granite Falls

Partners in Progress Award

The Council created the Partners in Progress Award in 1988 to recognize the collective service of individuals as members of vocational advisory committees in Minnesota's high schools, secondary cooperative centers, and technical colleges. Advisory committees are honored on the basis of their contributions to the advancement of quality programs, services, and activities that benefit the diverse constituencies served by vocational technical education in Minnesota. Recipients of this award are:

1995

Occupational Therapy Assistant Program Advisory Committee
Anoka-Hennepin Technical College

1993

Architectural and Construction Technology Program Advisory Committee
Anoka-Hennepin Technical College

1990

Respiratory Care Practitioner Advisory Committee
Northwest Technical College
East Grand Forks Campus

1989

General Advisory Committee for
Secondary Vocational Education
Rochester Public Schools

1988

General Advisory Committee
South Central Technical College

COUNCIL MEMBERSHIP
July 1, 1993 through June 30, 1995

The Council is comprised of 13 members appointed by the Governor. The members are broadly representative of citizens throughout the state who have an interest in vocational technical education.

Seven members represent the private sector interests of agriculture, business, industry, and labor. It is from the private sector representation that the Council selects its president. The other six members represent secondary and postsecondary institutions, career guidance and counseling organizations, special education, and populations with special needs.

The 15 people who served on the Council between July 1, 1993 and June 30, 1995 are highlighted below.

M. James Bensen. Minneapolis, Hennepin County, Congressional District 5. Appointed 1993. Current term expires 1997. President, Bemidji State University. Represents educational institutions. Council service: Executive Committee, 1993-1994. Committee on Policy Assessment, 1993-1995; Chair, 1993-1994. Committee on Program Operations, 1993-1994. Effective Advisory Committees Project, 1994-1995.

Thomas J. Berkner. Lindstrom, Chisago County, Congressional District 8. Appointed 1992. Current term expires 1996. Journeyman Power Engineer with cross training in related skills for the Ford Motor Company. Represents the labor movement. Council service: Committee on Policy Assessment, 1992-1993. Committee on Support Services, 1992-1995. Effective Advisory Committees Project, 1993-1995.

Sue E. Boehland. Bertha, Todd County, Congressional District 7. Appointed 1993. Current term expires 1997. Secondary Vocational Administrator and Area Learning Center Director for the Freshwater Education District. Represents educational institutions. Council service: Committee on Policy Assessment, 1993-1994. Committee on Support Services, 1993-1995. Effective Advisory Committees Project, 1994-1995.

Kevin P. Goodno. Moorhead, Clay County, Congressional District 7. Appointed 1991. Current term expired 1995. Owner of the Moorhead Linoleum and Tile Company. Represents business and industry. Council service: Executive Committee, 1994-1995. Committee on Policy Assessment, 1991-1995; Chair, 1994-1995. Committee on Program Operations, 1991-1992. Committee on Support Services, 1994-1995. Effective Advisory Committees Project, 1993-1994.

Mary A. Grafton-Krogh. Winona, Winona County, Congressional District 1. Appointed 1990; reappointed 1991. Current term expired 1995. Business Operations Manager for the southeast region and Principal Manager for the Winona area of the Northern States Power Company. Represents business and industry. Council service: Executive Committee, 1991-1993; Chair, 1992-1993. Committee on Policy Assessment, 1992-1995. Committee on Program Operations, 1990-1995. Committee on Support Services, 1990-1992. Select Committee on Nominations, 1991-1992; Chair, 1991-1992.

Alvin T. Huff. Glencoe, McLeod County, Congressional District 2. Appointed 1995. Current term expires 1999. Retired Postmaster with 30 years of service, and retired County Commissioner with four years of service. Represents Private Industry Councils. Council service: Committee on Policy Assessment, 1995. Committee on Program Operations, 1995.

Shelly Lee-Cleveland. Minneapolis, Hennepin County, Congressional District 5. Appointed 1992. Current term expires 1996. Customer Service Representative with Cardiac Pacemakers, Inc. Represents business and industry. Council service: Committee on Policy Assessment, 1992-1995. Committee on Program Operations, 1992-1994. Committee on Support Services, 1994-1995.

Richard N. Lennes. Hutchinson, McLeod County, Congressional District 6. Appointed 1991; reappointed 1995. Current term expires 1999. Executive Director of the Hutchinson Community Development Corporation. Represents business and industry. Council service: Committee on Policy Assessment, 1994-1995. Committee on Program Operations, 1992-1995. Committee on Support Services, 1991-1994. Effective Advisory Committees Project, 1991-1992.

Donna M. Lorix. St. Paul, Ramsey County, Congressional District 4. Appointed 1991; reappointed 1994. Current term expires 1998. Owner of a Minuteman Press commercial printing franchise. Represents small business enterprises. Council service: Executive Committee, 1993-1995. Committee on Support Services, 1991-1995. Effective Advisory Committees Project, 1991-1995. President-elect, 1993-1994. President, 1994-1995.

Larry A. Lundblad. North Mankato, Blue Earth County, Congressional District 1. Appointed 1995. Current term expires 1999. Vice-President of Institution and Academic Affairs, South Central Technical College. Represents educational institutions. Council service: Committee on Policy Assessment, 1995. Effective Advisory Committees Project, 1995.

Teresa E. Nelson. Milaca, Mille Lacs County, Congressional District 8. Appointed 1992. Current term expires 1996. Employment Specialist and Case Manager for the Minnesota Family Investment Program in Mille Lacs County. Represents populations with special education and career development needs. Council service: Execu-

tive Committee, 1992-1993, 1994-1995. Committee on Program Operations, 1992-1993, 1994-1995; Chair, 1992-1993. Committee on Support Services, 1993-1994. Effective Advisory Committees Project, 1992-1995; Chair, 1994-1995.

Dale M. Neppel. East Grand Forks, Polk County, Congressional District 7. Appointed 1980; reappointed 1983, 1985, 1988, and 1992. Current term expires 1996. Dean of Student Affairs, Northwest Technical College, East Grand Forks. Represents career guidance and counseling organizations. Council service: Executive Committee, 1985-1989, 1992-1994. Committee on Program Operations, 1980-1985. Committee on Policy Assessment, 1985-1992. Committee on Support Services, 1990-1991, 1992-1994; Chair, 1992-1994. Effective Advisory Committees Project, 1989-1995. Select Committee on Nominations, 1992-1993.

Rhoda D. Robinson. Duluth, St. Louis County, Congressional District 8. Appointed 1991; reappointed 1994. Current term expires 1998. Teacher Consultant for students with severe disabilities for the Duluth Public Schools. Represents special education. Council service: Executive Committee, 1991-1995. Committee on Policy Assessment, 1991-1995; Chair, 1991-1993. Committee on Program Operations, 1991-1992, 1993-1995; Chair 1993-1995. Effective Advisory Committees Project, 1992-1993.

Roy W. Terwilliger. Edina, Hennepin County, Congressional District 3. Appointed 1993. Current term expires 1997. Chairman of the Board and President of Community Bank Group, Inc., a multi-bank holding company. Represents business and industry. Council service: Committee on Policy Assessment, 1993-1995. Committee on Program Operations, 1993-1995.

Robert L. Widerski. Stillwater, Washington County, Congressional District 6. Appointed 1983; reappointed 1985, 1986, 1990, and 1994. Current term expires 1998. Director of Training, St. Paul Plumbers Joint Apprenticeship Committee, St. Paul. Represents the labor movement. Council service: Executive Committee, 1986-1989, 1992-1995. Committee on Program Operations, 1994-1995; Committee on Support Services, 1983-1995; Chair, 1986-1987, 1994-1995. Special Committee on the 1986 Central States Conference, 1986-1987. Effective Advisory Committees Project, 1989-1993; Chair, 1989-1994. Select Committee on Nominations, 1991-1993; Chair 1992-1993. President-elect, 1987-1988, 1992-1993, 1994-1995. President, 1988-1989, 1993-1994.

Executive Director

Brenda M. Dillon. Ms. Dillon began working with the Council in the fall of 1992 as a graduate student intern under the direction of John W. Mercer. In March, 1994 she accepted the position as Executive Director of the Council. Ms. Dillon holds undergraduate degrees in business administration and business education, as well as a Master's degree in business education. She is currently working

toward a Doctorate in education, with a specialization in vocational technical education at the University of Minnesota. She has taught business courses at the secondary and postsecondary levels, has worked in business and industry, and is co-owner of a seasonal resort-area business in northern Minnesota.

As Executive Director, Ms. Dillon supervises Council staff and activities. In addition, she has served on numerous Council advisory committees, authored several Council reports, and served on the Education and Employment Transitions Council.

COUNCIL RESPONSIBILITIES

The Council advises the Governor, education governing boards, the business community, the general public, the U.S. Congress, and the U.S. Secretaries of Education and Labor. The Council's responsibilities include:

- Reporting and advising on policies Minnesota should pursue to strengthen vocational technical education, with particular attention to programs for persons with physical, mental, and sensory disabilities.
- Recommending initiatives and methods the private sector could undertake to assist in the modernization of vocational technical education.
- Evaluation of the program delivery systems assisted under the Carl D. Perkins Vocational Education Act and the Job Training Partnership Act in terms of their adequacy and effectiveness in achieving their respective purposes.
- Recommendations on the adequacy and effectiveness of the coordination between job training and vocational programs.
- Consultation on the annual state program plan for vocational technical education.
- Consultation on the establishment of program evaluation criteria.
- Consultation on the establishment and operation of the state technical committees which advise the Council and Boards on the development of model curricula to meet Minnesota's labor market needs.
- Analysis of the distribution of spending for vocational programs, including the distribution of federal assistance between secondary and postsecondary programs, and the availability of vocational programs, services, and activities within Minnesota.
- Reporting on the extent to which equity and access to quality vocational programs is provided for:
  (a) persons with physical, mental, and sensory disabilities;
  (b) persons with social, economic, and educational disadvantages;
  (c) adults in need of training and retraining;
  (d) single parents;
  (e) homemakers;
  (f) incarcerated criminal offenders; and
  (g) participants in programs designed to eliminate sex bias and stereotyping in vocational technical education.
- Making recommendations on vocational programs which emphasize the use of business concerns and labor organizations.
- Making recommendations on procedures to ensure and enhance the participation of the public in the provision of vocational technical education at the local level, particularly the participation of local employers and local labor organizations.

SELECTED COUNCIL PUBLICATIONS

Biennial Report of the State Council on Vocational Technical Education. 1987, 1989, 1991, 1993.

Communique. Vols. 9-13, 1990-1995.

Condition of Correctional Education in Minnesota: A Vision for Learning. 1993.

Directory of the State Council on Vocational Technical Education, State of Minnesota. 1995-1996.

Effective Advisory Committees Project: An Interim Report. 1990.

Fifty Indices of Effectiveness Regarding the Program Advisory Committees in Minnesota's Technical Colleges: A Working Paper. 1991.

Focus on Process Improvement: An Evaluation of the Use of the RFP Process in the Distribution of Federal Workforce Education Funds in Minnesota. 1993.

Giving Meaning to Cultural Diversity in Education and Work: A Position Statement of the State Council on Vocational Technical Education. (Available in poster form). 1992.

Making the First Chance a Real Chance: Bridging Education and Work for All Minnesota Youth and Adults. Report of the Task Force on Education and Employment Transitions. 1993.

Minnesotans Speak Out on Vocational Technical Education. Leadership Forum, 1990. Town Meeting, 1991.

Perkins-JTPA Evaluation: Analysis of Adequacy, Effectiveness, and Coordination. 1987, 1989, 1991, 1993, 1995.

Public Hearings of the State Council. 1995.

Review and Comment on the State Plan for Vocational Technical Education in Minnesota's High Schools, Secondary Cooperative Centers, and Technical Institutes. 1986-1995.

State and Federal Funding and Spending Patterns for Secondary and Postsecondary Vocational Technical Education in Minnesota. 1990, 1993, 1995.

Technology Competence: Learner Goals for All Minnesotans. Report of the Task Force on Technology Competence. 1992.

What Minnesota Secondary Learners Require of Schools. Report of Work Group Discussions, Town Meeting, 1993.

What Minnesota Postsecondary Learners Require of Schools. Report of Work Group Discussions, Town Meeting, 1994.